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ABSTRACT

This packet contains a children's workbook on boating safety and a guide for Coast Guard Auxiliary members making brief safety presentations to elementary school students, aged 5-10. Section I of the guide covers school arrangements (district approval requirements and relationships with teachers and administrators), recordkeeping, equipment to bring to the classroom, and classroom techniques. Section II is a lesson plan for use with the children's workbook. Since the presentation takes only 30-45 minutes, it concentrates on five basic messages of boating safety: (1) always wearing a properly fitted life jacket; (2) understanding how to safely load and balance a small boat; (3) always having a lookout to prevent collisions; (4) knowing how alcohol affects judgment, the senses, and balance; and (5) leaving a trip plan with friends, and staying with the boat in an accident. The children's workbook is included as Section III. The guide also contains a glossary and a material evaluation sheet. (SV)

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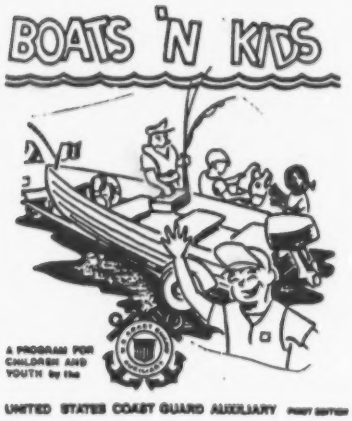
U. S. COAST GUARD AUXILIARY

BOATING SAFETY PROGRAM

FOR CHILDREN AND YOUTH

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# PART I

# BOATS 'N KIDS

## INSTRUCTOR GUIDE

U. S. C. G. AUXILIARY

DEPARTMENT OF EDUCATION

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# INTRODUCTION

The purpose of this Boats 'N Kids booklet is to provide the Coast Guard Auxiliary Public Education Program with an updated means for conveying some very important boating safety messages to children and their families.

One objective is to increase the number of classes given to children and expand the coverage of grade levels throughout the Elementary School. This material is designed to fit into a teacher's guideline for the Health and Safety curriculum.

Another objective is to insure all children exposed to this material will come away knowledgeable about the four most important messages listed below. This implies instruction to classroom or recreational club groups rather than to large auditoriums and conducting the presentation according to the established outline.

The Coast Guard Auxiliary Water 'N Kids program has reached hundreds of thousands of young children over the years and has helped to prevent senseless accidents in the water. Now we have some new materials incorporating information we need to get across to some of these same youngsters who go boating so they can better understand how to BOAT SAFELY.

This booklet, with its messages based on accident and fatality statistics, was field tested by over a thousand children and hundreds of instructors in all three Auxiliary National Areas. We tried to modify the materials and the length to meet the suggestions we received from you, our public education instructor members. This is your booklet to bring our children up-to-date on boating safety requirements.

We realize these brief presentations we are able to make in the schools and recreation centers are not going to teach all the necessary information but we do believe if we can get these basic messages across we will have helped both children and young people to become more responsible boaters.

The BASIC MESSAGES we need to put across to every boater are as follows:

1. Find and wear a proper fitting PFD. Personalize it with your name and the name of your boat.

2. Understand how to safely load and balance a small boat.

3. Always have a lookout to prevent collisions.

4. Know how alcohol affects your judgment, senses, and balance.

5. Be sure to use a TRIP PLAN and stay with your boat in an accident.

Working with youth in the public school and community centers is a wonderful experience. Not only will you have the pleasure of helping youngsters give serious thought to boating safety in order to increase their boating enjoyment but you will also be able to introduce them to the services of the Coast Guard and Coast Guard Auxiliary.

By sharing your love of boating with young people and helping them to acquire respect for boating safety requirements you will indeed be a LIFESAVER yourself.

May all your audiences be attentive!

Betty H. Oakey DVC-ED
U. S. C. G. Auxiliary
Department of Education
Research and Development Division

A BOATING SAFETY PROGRAM FOR CHILDREN AND YOUTH

PART I - BOATS 'N KIDS

INSTRUCTOR GUIDE
and
CHILDREN'S WORKBOOK

This package is composed of three sections:

Section I. A guide to making school arrangements and preparations.

Section II. Suggestions for a presentation with five to ten year old children.

Section III. A copy of the children's workbook BOATS 'N KIDS.

(Parts III and IV will become a part of this program when released. They will include presentations to Junior and Senior High School Youth and a listing of resources for the whole program.)

CONTENTS


| | | Page |
|---|---|---|
| I. | School Arrangements . . . | I-1 |
| II. | Suggestion for a Presentation with 5-10 year olds . . . . | II-1 |
| | Vocabulary List . . . | |

**BOATS 'N KIDS**
A Program by the United States Coast Guard Auxiliary
for young children

**TO THE TEACHER:** If appropriate, you may wish to introduce these words in your work with the children **prior** to our presentation.

**ALCOHOL** is bad for your health.

An **ANCHOR** is used to hold a boat in one place.

To **BAIL** a boat is to remove water from it.

**BAIT** is used to catch fish.

**BALANCE** is what keeps a boat from tipping over.

**COUNTERBALANCE** is when you know how to move in a boat so it does not tip over.

A **FIRE EXTINGUISHER** is used to put out a fire.

A **FLOAT PLAN** is a record of where you are going and when you will be back. It helps your family or friends to know where you are boating.

**FLOTATION** material is what is inside a life jacket to help you float on top of the water.

A **LIFE JACKET** has flotation material in it. It will help to keep you floating on top of the water.

A **LOOKOUT** watches all the time so you will not bump into anything.

**OARS** are used to move a boat. It is called rowing.

When you fall **OVERBOARD** you get wet.

A **PADDLE** is used to move a canoe or a small boat.

**REFLECTOR TAPE** is put on life jackets because it reflects light and makes it easier to find you in the dark.

**REGISTRATION** is the way the state keeps track of boats and cars.

**SAFETY EQUIPMENT** is what we call all the things required by the law to make the boat safe.

A **SMALL BOAT** is usually 16 feet or less in length.

A **SWIM BUDDY** is someone to swim with so you can help each other.

A **THROWABLE CUSHION** is a seat cushion that floats. You can throw it to help someone in the water because it will help to keep them afloat.

## SECTION I - SCHOOL ARRANGEMENTS

### APPROVAL REQUIREMENTS

1. Check with district superintendent of schools before contacting local school as their approval is usually required.

2. They may give you a letter of introduction to each principal suggesting the inclusion of your presentation in their safety education curriculum.

### TIME OF YEAR

1. Usually water and boating safety is taught in early spring and until school vacation time.

2. Avoid the last two weeks of school since both teachers and students may have a lot to do during that period.

3. However, let the principal and teacher decide when it is convenient for them.

### AUXILIARY COORDINATION

1. Since a single school district may cover several flotillas, be sure to work out a cooperative arrangement among flotillas so schools will not have schedule conflicts or confusion with contacts.

2. Advise the superintendent's office who the contact people are for each school.

### NOTICE OF PRESENTATION

1. Advise the principal and teachers of your preferred dates, times, and grade levels for your presentations. Call to confirm. You may choose to give them a copy of the booklet and a vocabulary list at that time.

2. A discussion or presentation to school faculty may help you learn the best way to approach each school. It helps them better understand the Coast Guard and the Coast Guard Auxiliary and you will learn about each teacher's approach to this subject. Use their experience where you can and the program will have more lasting results.

RECORD KEEPING

1. Where there are several schools and different grade levels for you to cover, it will be helpful to keep a record so each year you will know where you taught and how well it went.

   - Name and location of school.
   - Names of principal and teachers with telephone numbers.
   - Grade level taught, ages, and numbers of students attending.
   - Time, date, and length of presentations.
   - Auxiliary aides (in addition to yourself).
   - Use of audio visual equipment. (Problems?)
   - Any special physical problems (children with special needs in the group-space or background noise)?
   - Outcome. (Effectiveness? How to improve!)

2. For the teacher, prepare a card or memo giving:

   - Your full name, address, and telephone number.
   - The date and time you will be there.
   - List of any audio visual equipment you will need.
   - How you would like the room arranged. Materials-crayons-felt pens.
   - (Be sure you have made it clear you expect the teachers and aides to remain involved with students for control and safety purposes.) Encourage their help.
   - Explain the length of the presentation and briefly what you will do so they can anticipate your needs, (i.e.: demonstration of PFDs needs a child or two).

SUGGESTIONS FOR EQUIPMENT TO BRING TO THE CLASSROOM

1. 4 VEST TYPE LIFE JACKETS.

   - 1 small and 1 large child's size.
   - 1 adult vest too large for the instructor.
   - 1 adult vest to fit instructor. (This is the recommended type we need to introduce.)

2. A large paper bag with eyes and nose cut out and covered with transparent tape. Or, a pair of dark sun glasses with lens covered with paper. (To illustrate how vision is affected by fatigue, alcohol, and too much sun.)

SUGGESTIONS FOR EQUIPMENT TO BRING TO THE CLASSROOM (cont'd.)

3. An open boat hull at least 10" to 12" long, so you can add small rocks to illustrate load and balance. About 6 or 8 rocks, i.e. "mother, father, 2 children, dog, lunch cooler, etc."

4. A poster size "Float Plan" you can hang on the blackboard or wall and fill in at the children's directions. If you use a wipeable surface, it can be reused (saves time).

5. A Boats 'N Kids booklet for each child, teacher, and aide.

6. A vocabulary list if you did not provide one to the teacher before.

WHEN YOU ARRIVE

1. Be on time with all your materials organized.

2. Wear your uniform properly. (Two Auxiliarists are better than one. You may file for Team-Teaching credit equally.)

3. Ask the teacher's assistance in passing out materials or setting up an activity. The teacher knows who is good at helping.

4. Be friendly, make eye contact, use language appropriate for the age group and you will all have a good experience.

5. Finish on schedule. Teachers will appreciate it.

WHAT'S APPROPRIATE

1. Young children need simple direct examples, not long stories—older students will be more appreciative of illustrative examples and discussion opportunities.

2. Demonstrations of life jackets should always be on a positive note, i.e.: "It keeps you afloat." (Not "It keeps you from drowning.") Keep it simple. Older students will understand about the various types but a single vest is best for elementary schools. We need to emphasize the value of the Type III for children especially.

3. Ignore waving hands until you are ready for questions—they just want you to know they want to participate. With older students, a guided discussion is often a better way to "teach" than to "lecture." They listen to peers rather than to adults. You can encourage correct responses by your questions, i.e. let them answer:

   "Why is a life jacket necessary?"

   "What causes a small boat to capsize?"

   "Who is the best observer?"

   "How do we know what alcohol does to our judgment?"

4. If you use additional aids, keep them simple. Two different PFDs to try on will illustrate size and fit nicely. Try to let each child have a turn but don't force anyone. Illustrate the need for proper fit on yourself by putting on the oversized adult vest model.

   A large (10") plastic hull with a few small pebbles will help you to illustrate load and balance just holding it out for them to see what happens when all the "people" (pebbles) are in one end of the boat. (If you have a small group you can use a dishpan of water.)

   A large paper bag with eyes and nose covered with clear plastic tape will help a child "feel" what it is like to lose some of one's senses.

   - Ask, can you see well, hear well, smell as well?

   - Gently turn the child around—could you lose your sense of direction? Encourage "yes" answer and explain—that is what alcohol does to your senses.

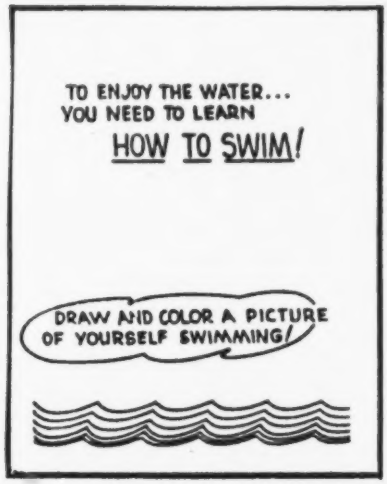
SECTION II - SUGGESTION FOR A PRESENTATION WITH FIVE TO TEN YEAR OLDS

1. Have booklets ready to pass out with flotilla telephone numbers already entered on last page.

2. Let the teacher introduce you. (If you sent a vocabulary list earlier the children will be prepared for this "study."

3. If the children have chairs and tables, use them. (Have crayons or felt pens available.) Preschoolers can use the floor but it is harder to control the group.

4. Explain you have a story to tell that needs their help. Pass out the Boats 'N Kids booklets. Sit down in front of the group at their level and open the booklet.




Read the first page to them and give them a few minutes to draw. Most children will enjoy putting themselves in this picture.

Suggest those who do not yet swim ask for lessons from the American Red Cross or local Recreation Center.

Remember the drawings do not have to look like your image. If a circle represents themselves, that's OK.

Teacher and aide can walk around insuring all are on the right page and giving encouragement.

Remind them about always swimming with a buddy. Do they understand the word "buddy?"



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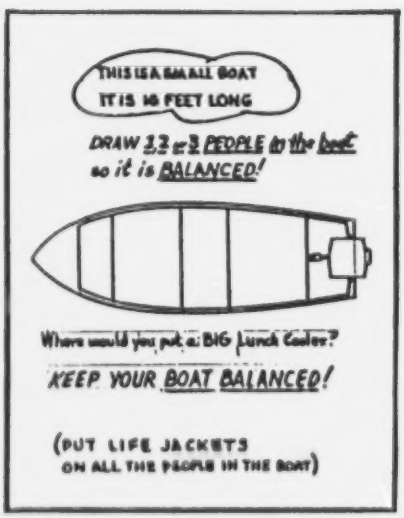
TO ENJOY BOATING AND BE SAFE
YOU NEED TO KNOW HOW TO SWIM
AND WEAR A LIFE JACKET!
THEY COME IN MANY SIZES and COLORS
PUT YOUR NAME ON THIS ONE
and COLOR IT!
SO IT CAN BE
SEEN EASILY!
put your
name on your
LIFE JACKET

Read and invite them to write their name on the life jacket and color it.

Briefly discuss the colors that can be seen the best on the water.


THIS IS A SMALL BOAT
IT IS 16 FEET LONG
DRAW 2 or 3 PEOPLE in the boat
so it is BALANCED!
Where would you put a BIG Lunch Cooler?
KEEP YOUR BOAT BALANCED!
(PUT LIFE JACKETS
ON ALL THE PEOPLE IN THE BOAT)

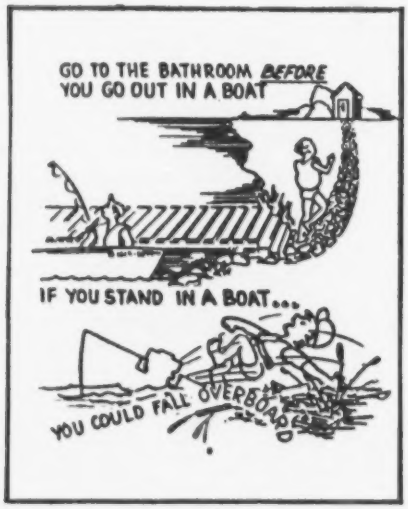
Let them put three people in the boat.

If they do not put life jackets on them, ask them to do so and tell why.

Ask why three people is about the limit for that size boat.

Mention the capacity plate but do not dwell on it. Explain it tells about the engine horsepower limit as well as the number of people allowed.

Ask if they know the word balance. (See plastic hull and pebble idea.)




In a matter-of-fact voice remind them to go to the bathroom before going out.

In the same tone explain, standing up in a boat can be dangerous even for adults.

Ask if they know what could happen if you stand in a boat?

Speak as if they could see why having arms or legs sticking out of a moving boat could be dangerous.

Use positive reinforcement, "It is better to keep arms and legs inside a moving boat to prevent injury."

Boats can bounce hard from hitting waves unexpectedly. Someone sitting on the bow (front) can fall overboard. Do not ride on the bow when moving. (No gory stories please.)

ALWAYS KEEP A LOOKOUT!
WATCH WHERE YOUR BOAT IS GOING AND WATCH FOR OTHER BOATS TOO!
BOATS SHOULD NOT RUN UNTO EACH OTHER
YOU CAN
PREVENT
ACCIDENTS
BY WATCHING!

Explain "lookout" as a way to avoid collisions.

Emphasize the problem in the late afternoon when people are tired and the sun may be in the driver's eyes as you travel home.

Encourage everyone to be a "lookout."

SOMETIMES PEOPLE DRINK BEER OR LIQUOR IN A BOAT
That is called drinking alcohol!
TOO MUCH ALCOHOL AFFECTS YOUR THINKING AND YOUR BALANCE
It can be DANGEROUS to have your thinking and balance not working right when in a boat.

Along with "afternoon fatigue" effects from sun and noise, explain the effect of alcohol on balance, judgment, and vision.

Be matter-of-fact, not moralistic.

A paper bag over the head helps a child understand what it is like to lose the use of some of the senses.

Explain how this is similar to what alcohol does to you.

Do tell them about the high rate of accidents and death where alcohol was a factor. Emphasize not drinking while boating. (Maybe that message will go home!)

Be sure to elaborate on the very similar effects caused by being tired (fatigue may not be known as a word), too much sun or boat movement (like seasickness) and engine noise.

Everyone needs to know there is safety gear required for every boat. If possible, have some of these to "show."

Draw lines if there is time. If not, suggest they do this at home with the family.

Ask if their boats have any of these to see how familiar they are with the items. Ask why each item is needed.

When you talk about "other gear" ask if they know what an anchor does, if not explain briefly, (keeps you out of danger—keeps you where you want to be).

The radio tells you about the weather. Ask why this is important to know.

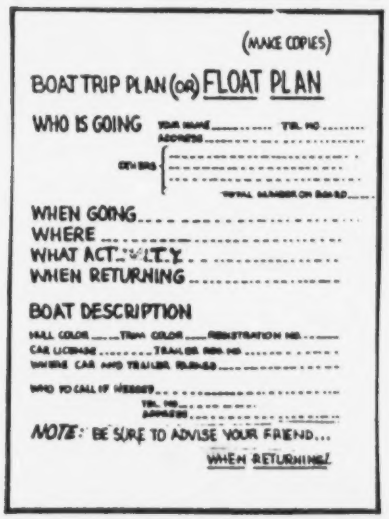
Could changes in the weather be dangerous for a small boat?

Mention the first aid kit but do not go into first aid.

Explain the word "hypothermia" only to the extent that they understand it means to be too cold and the importance of getting medical assistance quickly.

There is a lot to this page. You judge their interest as to how much to include.

Ask who can guess what a trip plan is for? Where would




<u>your</u> family leave it? What should it say on it?

If you have a blackboard and time it might be fun and a good spelling exercise to make out a Trip Plan. (Suggest the teacher may do this later.)

*FILL IN THE BOXES
REMEMBER...
WEAR A WHAT?
(PUT YOUR NAME ON IT AND COLOR IT SO YOU CAN BE SEEN)
KEEP BOAT BALANCED
(DRAW 2 PEOPLE SITTING IN THE RIGHT PLACES SO THE BOAT IS BALANCED)
DRAW A LOOKOUT
(SITTING AND WATCHING)
STAY HEALTHY
THIS MEANS...
(COLOR the SIGN RED)
DON'T
DRINK

A summary of the four main points:

another time to color their life jacket,

to balance the small boat with two people, (maybe their own) and another boat, maybe a fast ski boat!

Let them color the symbol for not drinking.



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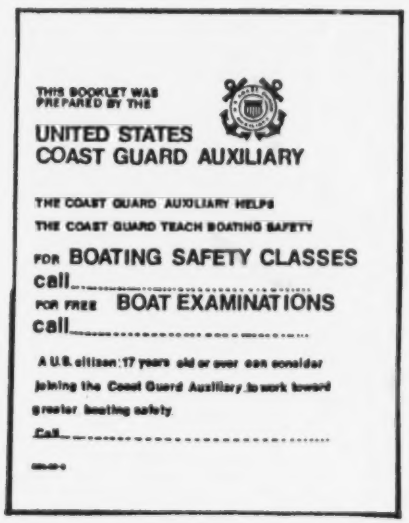
When you finish your presentation, remind the students they may take this booklet home to show and read to their family.

Finish your presentation with trying on the life jackets for discussion of proper wearing and fit. With a confident youngster, show how one can slip out of a too large vest. Show it can happen to adults too.

Review of this booklet can take from 30-45 minutes including a time to try on the life jackets. Do not add slides or other points of interest at this time. We are anxious to concentrate their attention on these four messages.

Ask the teachers a few days later if there were any additional comments or questions from the children. It would be nice for you to write and thank them and they may write to thank you. If you get some interesting pictures, ask the teacher if you may copy them. We would like to make an exhibit at each area conference of how different ages have responded to this material. Be sure to credit the child, age, and school, state names. Send pictures to DVC-ED, % National Store.

Do let us know about your experiences!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UNITED STATES COAST GUARD AUXILIARY

THE COAST GUARD AUXILIARY HELPS THE COAST GUARD TEACH BOATING SAFETY

FOR BOATING SAFETY CLASSES call.....

FOR FREE BOAT EXAMINATIONS call.....

A U.S. citizen 17 years old or over can consider joining the Coast Guard Auxiliary to work toward greater boating safety

Call.....

more

U. S. C. G. AUXILIARY
Department of Education

Material Evaluation Sheet

**BOATS 'N KIDS**

A. Introduction.

1. In order to improve and maintain quality and applicability of training and public education materials, it is necessary to obtain information from the instructor.

2. Please rate the following areas on a scale of 1 to 5.

3. Please fold, staple, and place in mail with penalty indicia self-addressed side out.

B. Instructor's Guide.

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Organization. | | Not Clear | | | | Very Clear |
| a. Material presented in a clear and understandable manner. | | 1 | 2 | 3 | 4 | 5 |
| | | Poor | | | | Excellent |
| b. Material well organized. | | 1 | 2 | 3 | 4 | 5 |
| 2. Helpfulness. | | Not Helpful | | | | Very Helpful |
| a. In organizing course. | | 1 | 2 | 3 | 4 | 5 |
| | | Not Helpful | | | | Very Helpful |
| b. In teaching course. | | 1 | 2 | 3 | 4 | 5 |

C. Please give us your specific comments on items you feel can be improved.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

If you wish an acknowledgment, please indicate your name, address, and Auxiliary number:

Name:_____

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# BOATS 'N KIDS

A PROGRAM FOR CHILDREN AND YOUTH by the

UNITED STATES COAST GUARD AUXILIARY

FIRST EDITION

Rc 018945

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# BOATS 'N KIDS

**A message to families:**

Dear Family,

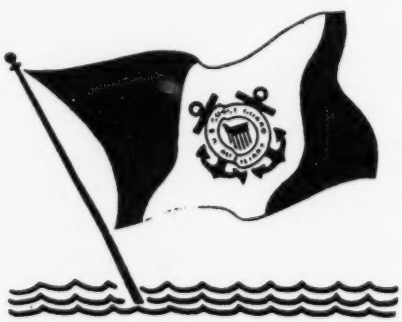
Your youngster may have been a part of a school presentation recently in which a United States Coast Guard Auxiliarist described five boating safety messages. If you go boating remember to:

1. always wear a properly fitted life jacket;
2. learn about how to safely load and balance a small boat;
3. always have a lookout to avoid collisions;
4. understand the effect of alcohol on judgment and balance; and
5. stay with the boat in case of an accident--if you left a float plan with friends, they will start looking for you.

We encourage you to take the time to read over this booklet with your child, look at the pictures, and ask your youngster to tell you about the presentation.

It has been proven that boating safety education of young children can help reduce accidents and fatalities in boating. In one state, the parents swam for help when their 16 foot outboard boat capsized. Only the 7 and 9 year old, who stayed with the boat, survived. They remembered what they had been taught.

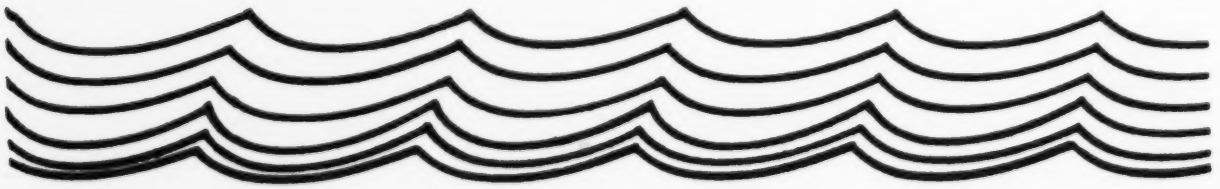
We hope we have contributed to your family's enjoyment of boating. If you would like more information about other courses and Coast Guard Auxiliary programs, please call the number listed on the back cover.



TO ENJOY THE WATER...
YOU NEED TO LEARN

# HOW TO SWIM!

DRAW AND COLOR A PICTURE OF YOURSELF SWIMMING!



1

PLANNING A SWIM
always take a
BUDDY

PLANNING A BOAT TRIP
always wear a LIFE JACKET
it's safer that way!





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TO ENJOY BOATING AND BE SAFE
YOU NEED TO KNOW HOW TO SWIM
AND WEAR A LIFE JACKET!

THEY COME IN MANY SIZES and COLORS

PUT YOUR NAME ON THIS ONE
and COLOR IT!

SO IT CAN BE
SEEN EASILY!

put your
name on your
LIFE JACKET



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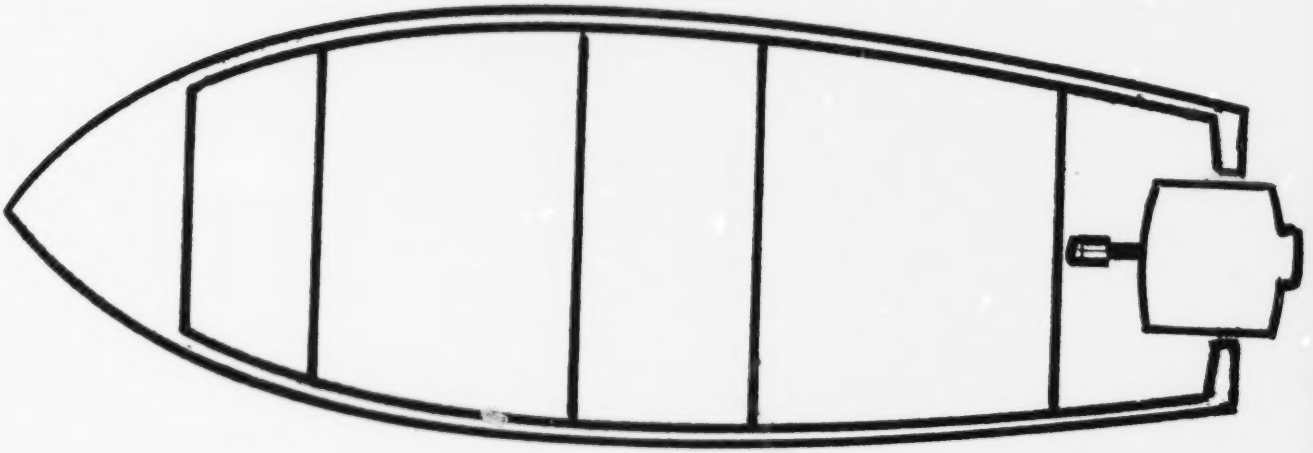
THIS IS A SMALL BOAT
IT IS 16 FEET LONG

DRAW 1, 2 or 3 PEOPLE in the boat
so it is BALANCED!



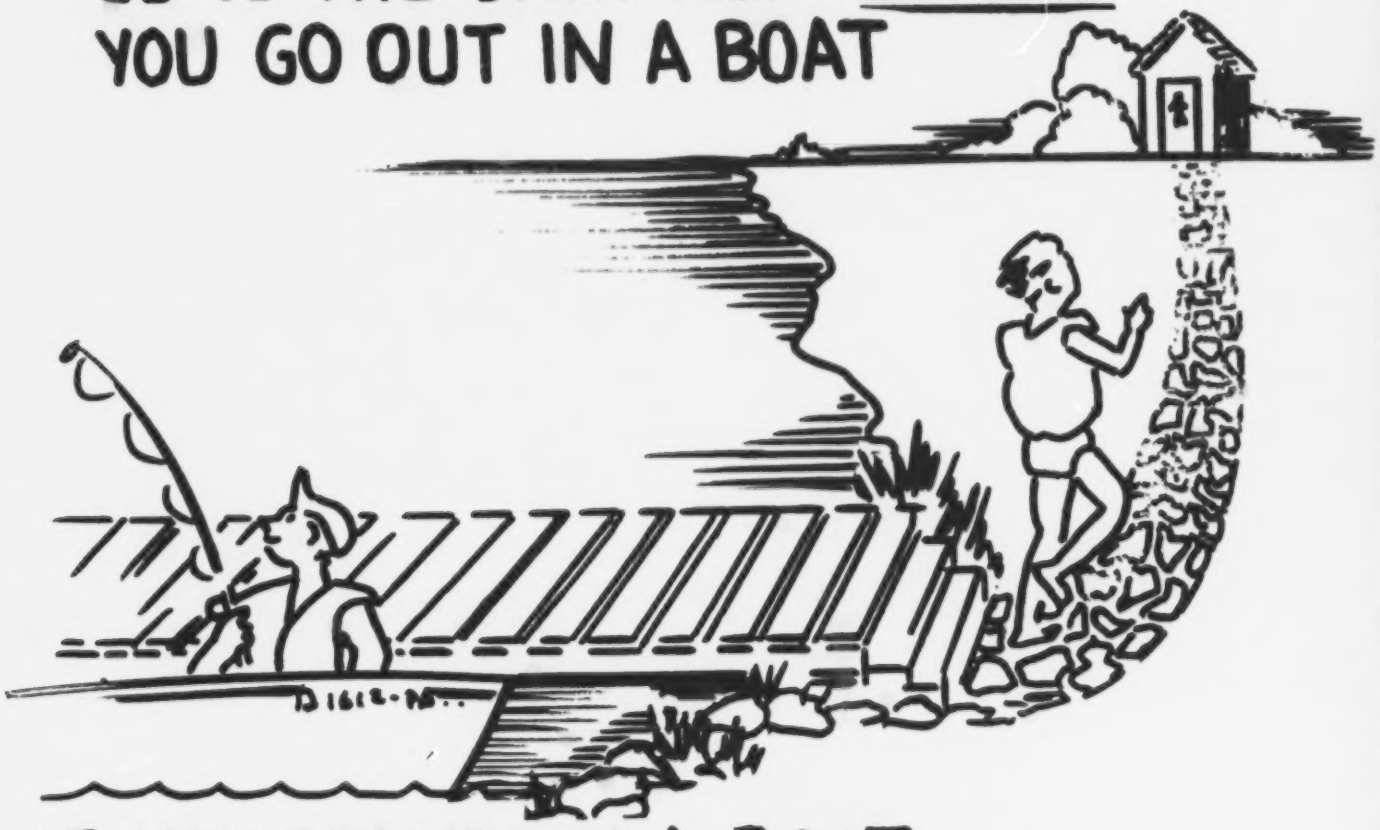
Where would you put a BIG Lunch Cooler?

KEEP YOUR BOAT BALANCED!

(PUT LIFE JACKETS
ON ALL THE PEOPLE IN THE BOAT)

4

GO TO THE BATHROOM *BEFORE* YOU GO OUT IN A BOAT



IF YOU STAND IN A BOAT...

YOU COULD FALL OVERBOARD



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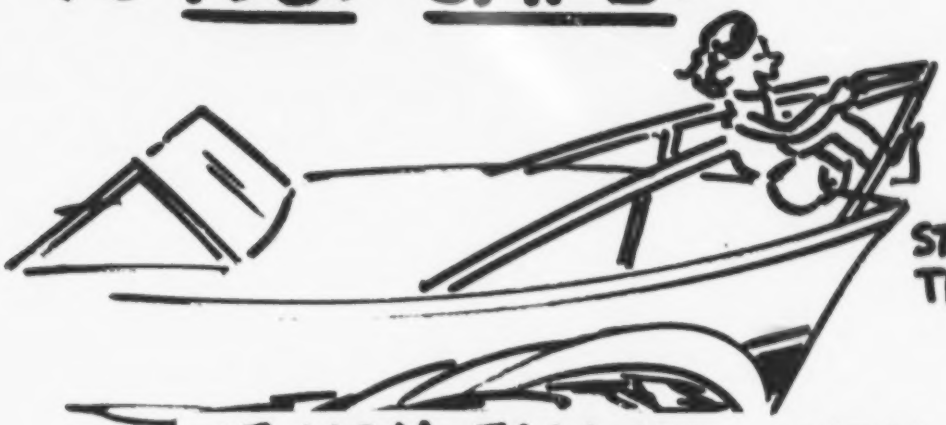
# KEEP ARMS AND LEGS *INSIDE THE BOAT!*

# BOW RIDING IS *NOT SAFE!*




*IF YOU FALL IN ... YOU CAN BE RUN OVER AND HURT!*

# ALWAYS KEEP A LOOKOUT!

WATCH WHERE YOUR BOAT IS GOING AND WATCH FOR OTHER BOATS TOO!

BUMP

BOATS SHOULD NOT "BUMP" INTO EACH OTHER

YOU CAN **PREVENT** ACCIDENTS ***BY WATCHING!***



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# SOMETIMES PEOPLE DRINK BEER OR LIQUOR IN A BOAT

*That is called drinking alcohol!*

TOO MUCH ALCOHOL AFFECTS YOUR THINKING AND YOUR BALANCE

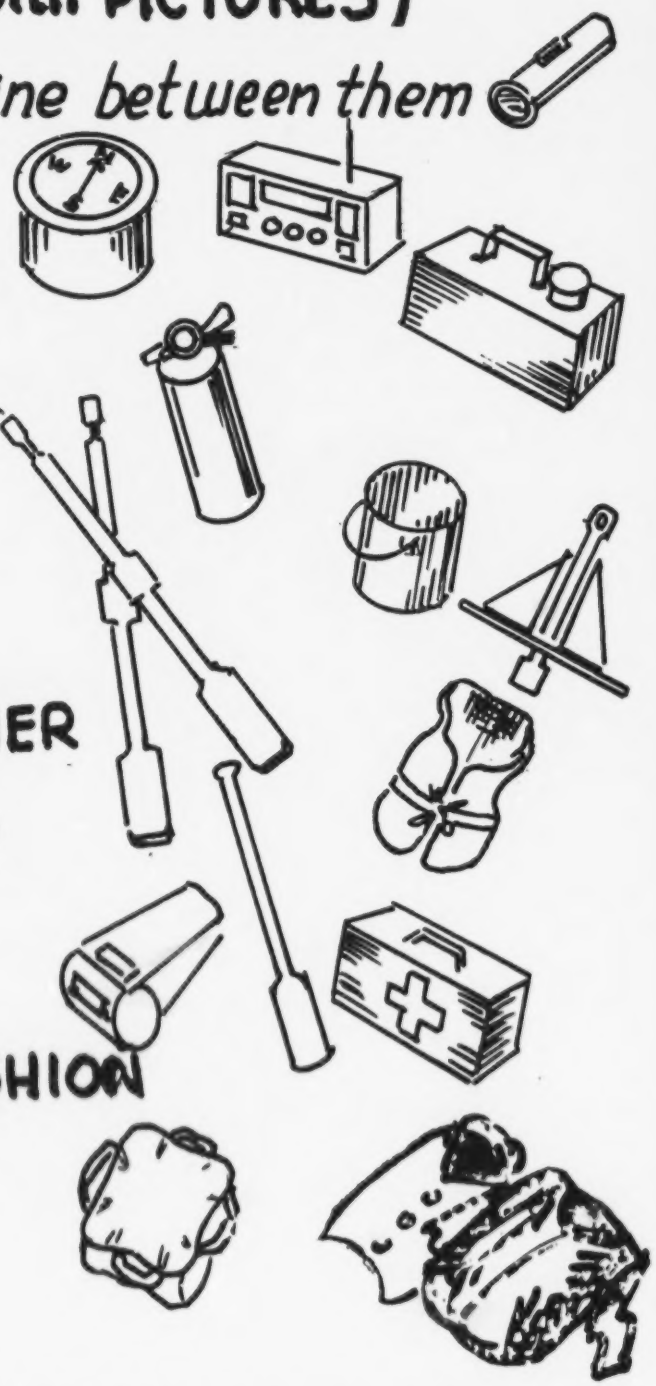
*It can be DANGEROUS to have your thinking and balance not working right when in a boat.*

# SAFETY GEAR FOR A SMALL BOAT

## (MATCH WORDS with PICTURES)

*Draw a line between them*

OARS
PADDLE
RADIO
BUCKET
FLASHLIGHT
COMPASS
FIRE EXTINGUISHER
FUEL CAN (qasoline)
ANCHOR
WHISTLE
THROWABLE CUSHION
FIRST AID KIT
LIFE JACKET
WARM CLOTHING



DOES <u>YOUR</u> BOAT HAVE <u>ALL</u> THESE THINGS?



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# AND DON'T FORGET...

**BEFORE** YOU LEAVE YOUR DOCK

THE SKIPPER SHOULD LEAVE A

# BOAT TRIP PLAN

LEAVE IT WITH

A RESPONSIBLE

PERSON...

*who is that?*

**(NAME A RESPONSIBLE FRIEND)**

---

(MAKE COPIES)

# BOAT TRIP PLAN (OR) FLOAT PLAN

## WHO IS GOING

YOUR NAME _____ TEL. NO _____

ADDRESS _____

OTHERS _____

_____

_____

TOTAL NUMBER ON BOARD _____

## WHEN GOING _____

## WHERE _____

## WHAT ACTION _____

## WHEN RETURNING _____

## BOAT DESCRIPTION

HULL COLOR _____ TRIM COLOR _____ REGISTRATION NO. _____

CAR LICENSE _____ TRAILER REG. NO. _____

WHERE CAR AND TRAILER PARKED _____

WHO TO CALL IF NEEDED _____

TEL. NO _____

ADDRESS _____

***NOTE:*** BE SURE TO ADVISE YOUR FRIEND...

11 WHEN RETURNING!

* FILL IN THE BOXES

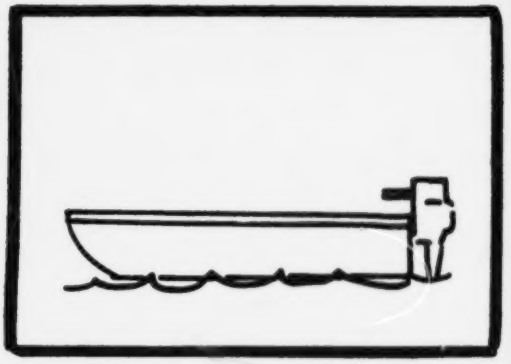
# REMEMBER . . .

## WEAR A WHAT?

(PUT YOUR NAME ON IT AND COLOR IT SO YOU CAN BE SEEN)

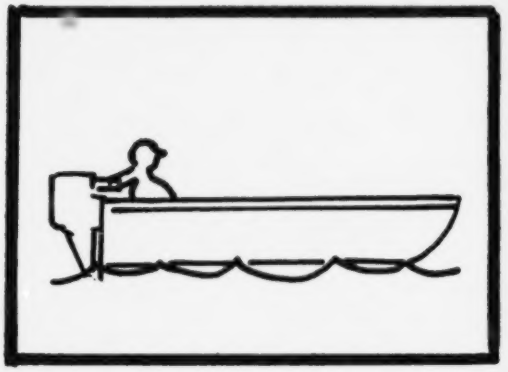
## KEEP BOAT BALANCED

(DRAW 2 PEOPLE SITTING IN THE RIGHT PLACES SO THE BOAT IS BALANCED)



## DRAW A LOOKOUT

(SITTING AND WATCHING)



## STAY HEALTHY

THIS MEANS . . .

(COLOR the SIGN RED)

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THIS BOOKLET WAS
PREPARED BY THE

# UNITED STATES COAST GUARD AUXILIARY

THE COAST GUARD AUXILIARY HELPS

THE COAST GUARD TEACH BOATING SAFETY

FOR **BOATING SAFETY CLASSES**
call.....

FOR FREE **BOAT EXAMINATIONS**
call.....

A U.S. citizen 17 years old or over can consider joining the Coast Guard Auxiliary to work toward greater boating safety

Call.....

001-89-B



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# BOAT SAFELY

## WE CARE ABOUT YOU

GPO : 1991 0 - 300-145

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